



QCEC Response to Draft 4 of the redeveloped Physical Education senior syllabus

June 2017

Introduction

The Queensland Catholic Education Commission (QCEC) provides this submission on Draft 4 of the Physical Education senior syllabus to inform further development.

QCEC is the peak strategic body with state-wide responsibilities for Catholic schooling in Queensland. This submission is provided on behalf of the five Diocesan Catholic school authorities and 17 Religious Institutes and other incorporated bodies which, between them, operate a total of 302 Catholic schools that educate almost 147,000 students in Queensland. There are 107 Catholic secondary schools impacted by changes to senior secondary assessment and tertiary entrance processes.

The considerable time constraints continue to be an issue for the consultation phase in the syllabus redevelopment process which QCEC believes is a risk to the integrity of this process. Two Catholic school authorities, which together represent about half of the senior secondary students in Queensland Catholic schools, organised teacher meetings and provided feedback that has informed QCEC's response. Schools and teachers are encouraged to submit their own responses to Queensland Curriculum and Assessment Authority (QCAA) surveys.

The QCEC response to this consultation on the Physical Education senior syllabus focuses on high level issues. The feedback provided to QCEC acknowledged that this fourth draft reflects consideration given to issues and concerns raised in previous drafts for consultation. However, there do remain some overarching areas of concern.

QCEC acknowledges that this consultation focused on the course overview and Unit 3 of the draft Physical Education senior syllabus.

Course overview

One Catholic school authority indicated that the Course overview needed to be amended to reflect feedback provided for Unit 3 regarding subject matter and assessment. Feedback highlighted satisfaction with the introduction section. One Catholic school authority indicated appreciation of the change of Unit 4 topic to Energy Systems and the removal of Figueroa's Framework.

Unit 3

Summative internal assessment 1

- One Catholic school authority suggested providing an example of the response for the inquiry question example given. This authority put forward that a swap of Units 2 and 3 could be appropriate.

- One Catholic school authority provided feedback to indicate that a report genre, instead of an essay, might allow students to more effectively interpret, analyse and report data required within the subject matter and address the relevant objectives.
- Feedback suggested the inclusion of a justification of weighting of marks given to objectives 1 – 5 and greater clarification of what is being marked.

Summative internal assessment 2

- Feedback highlighted concerns regarding the level of student ICT and Media skills expected.
- Questions were raised around who is able to choose the sport, school or student, and if there was a range of choices available, not just a prescribed physical activity for all students.
- Feedback provided asked if there could be parameters given for where and when the digital capture of the physical performance occurs.
- It was suggested that there might be a significant amount of resourcing needed to effectively implement this syllabus.
- Questions were raised regarding how consideration could be given to students who suffer a significant injury.
- One Catholic school authority indicated in their feedback appreciation of the inclusion of the assessment of the psycho-motor domain through a Performance Folio.
- One Catholic school authority's feedback indicated that a removal of the physical activity element of this task could be more equitable and that objective 2 might not be appropriate for this task. This authority also suggested that assessment of physical activity might be better suited as formative assessment in Units 1 and 2 rather than summative assessment. A swap of Units 2 and 3 was put forward by this authority.

Conclusion

QCEC welcomes the opportunity to provide input into the process of syllabus redevelopment and will be pleased to discuss further any issues raised in this response.



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